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ABSTRACT

This collection of papers illustrates that the principal changes taking place in the socialist countries in the field of education find their real reflection in the social position and creative work of the teacher. Papers, reports, and reviews in this collection include: (1) "Topical Tasks of Initial Teacher Training" (V. Brichta); (2) "The Experience of the Universities of Education in the USSR with Initial Teacher Training and the Communist Education Provided to the Up-And-Coming Generation" (V. K. Rozov); (3) "Ideological Aspects of Formative Teaching in the Work of the Socialist Teacher" (J. Fiser); (4) "The Tasks and Problems of Raising the Ideological Theoretical Standard and the Effectiveness of Practical Educational Work during the Training in the Theory of Education" (H. Lehman); (5) "The Shaping of Teacher Personality at the Faculties of the Social Sciences with Respect to the Teacher's Educational Work in School in the Developed Socialist Society" (M. M. Zagorulko); (6) "The Scientific-Technical Revolution and the Training Provided to Experts with University Education in the Natural Sciences" (A. Vitanov); (7) "The Main Tasks of Raising the Qualification Standards of the Educational Personnel in the Rumanian Socialist Republic" (V. Bunescu); and (8) "Research of Educational Skills at the Malmo School of Education" (S. Kolacek). (JD)

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UNITY OF THE INITIAL AND IN-SERVICE TRAINING OF TEACH

Further Education of Teachers
Collection of Papers, Reports and Reviews.
Volume 3.

Svatopluk Petráček (Ed.)

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UNIVERSITAS CAROLINA PRAGENSIS

UNITY OF THE INITIAL AND IN-SERVICE TRAINING OF TEACHERS

(Based on the experience from the Bulgarian People's Republic, the Czechoslovak Socialist Republic, the German Democratic Republic, the Rumanian Socialist Republic and the Union of Soviet Socialist Republics)

Further Education of Teachers. Collection of Papers, reports and reviews. Volume 3.

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CHARLES UNIVERSITY

Prague 1982

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INTRODUCTION

The European Information Centre of Charles University for Further Education of Teachers presents to its users the third collection of papers and documents. The first collection dealt with the problems of the modernization of the system of further education of teachers considering the experiences gained in the USSR, in the Czechoslovak Socialist Republic and in the Polish People´s Republic, the second collection of papers and documents considered the changing role of the teacher in the current world on the basis of experience gained in the socialist countries and the third, current, collection of papers and documents is mainly focused on the questions of the unity of initial and further education of teachers.

The third collection of papers and documents makes use of papers which were presented at conferences of rectors and deans of institutions of higher education and faculties which train students for the teaching profession in the individual socialist countries to demonstrate the current tasks of the educational systems in the socialist countries in this field.

Next to presenting a wealth of ideas from the cited conference the collection will acquaint the reader with the results of a survey of educational skills at a teacher training school in Malmö, Sweden, with the characteristics of the initial and further education of teachers in Sweden and finally reviews a study published in the GDR devoted to the initial and further education of teachers in that country.

The main objective of this collection of papers and documents is to point out that the principal changes which are taking place in the socialist countries in the field of education are finding their real reflection in the social position and creative work of the teacher. The teacher in the socialist society is rightly considered to be the decisive factor in the educational process and in the effort for deepening the content and function of the socialist school. It applies that the demanding tasks which the educational systems in the socialist countries face cannot be fulfilled

without a profound confirmation of the meaning and essence of the content changes in the educational process, without a thorough theoretical and practical education and training, without the experience and the creative pedagogical work of the teacher.

The individual papers and documents published in the collection underline the fact that the teaching profession is a significant social function. The systematic nature is therefore emphesised of the care for the forming of the personality of the teacher; this will include orienting the interest of young people in the teaching profession, the correct identification and selection of students, the high-quality initial education of students of the teaching profession at institutions of higher education to their life-long education. The fact that teachers in the socialist countries have a university or college level qualification belongs among the achievements typical of socialism. It is one of the guarantees of the high standard of education and a prerequisite of the successful development of the educational systems in these countries.

The content of the collection unambiguously implies the significance of the further education of teachers, i.e., such further education which will effectively help the teachers in their work, has an innovation character, is not a burden in their work, simply such further education which broadens the teachers´knowledge, allows them to gain new experiences and to become familiar with the latest achievements of science and technology in their field and in the educational sciences particularly.

Svatopluk Petráček

I. PAPERS

TOPICAL TASKS OF INITIAL TEACHER TRAINING

Vladimír Brichta
Plzeň, Czechoslovakia

At the present stage of the development of a socialist society, the scientific technical progress is becoming a decisive component of social development. Since the changes in the nature of human work belong among its most significant phenomena, the raising of the educational standards and qualifications of the working people occupies an important position in the system of the intensification factors. Raising the standard of education is also one of the ways towards a harmonious development of a versatile personality which is an objective necessity given by the demands placed on the growing material production as well as by the need for an increasing participation of the working people in the administration of a socialist state. All these reasons bring into prominence the problem how to improve and modernize initial teacher training - the preparation of prospective teachers for their highly responsible and extremely important social work. The quality of education and instruction is largely dependent on the personality of the teacher. The teacher, therefore, cannot be substituted for in the process of education and formative teaching.

The experience with initial teacher training, the problems and tasks relating to the education for teacher trainees were dealt with at the third conference of rectors and deans of the universities and faculties of education of the socialist countries held at Plzeň, Czechoslovakia, in November 1977. The aim of the conference was to discuss various aspects of the initial training provided to teacher trainees in educating the youth in the school as well as out-of-school activities for the life and work in a developed socialist society. As to its content the conference was a follow-up of the conference held at Kiev in 1973 which was mainly concerned with the questions of the co-operation between universities and faculties of education and the

primary and secondary schools and it also followed up on the Warsaw meeting of the representatives of the science of education in the socialist countries held in 1977 and dealing with the role of the teacher in shaping the personality of a young generation member in a developed socialist society.

Following the opening addresses given by the First Vice-Minister of Education of the Slovak Socialist Republic, by the Chairman of the West-Bohemian Regional National Committee, and by the Dean of the Faculty of Education at Plzeň entrusted with the organization of the conference, doc. Milan Vondruška opened the session by his paper on The Further Development of the Czechoslovak Educational System and the Basic Questions of Teacher Training in the CSSR.

In his paper the Minister of Education gave a comprehensive account of the basic stages of the development of the school education in the CSSR and outlined the main features of the further development of the Czechoslovak educational system. He pointed out that the main principles laid down in the document which was approved by the presidium of the CC CPC on the 4th June 1976 and became a long-range programme of the development of school education were the following:

1. further democratization of the educational system ensuring that its content and organization will be an open system;
2. emphasizing the function of general and theoretical education as a basis for the development of personality and the ability to handle the increasing amount of scientific information, to retrieve it and make use of it in the working process as well as in personal life;
3. extending manual training and polytechnical education;
4. improving the quality of educational work with regard to all its aspects and components.

The minister went on to give information on the forthcoming changes in the organization of the Czechoslovak school education system. Compulsory school attendance will be prolonged from nine to ten years and will be provided in the Basic School and in the first and second stages of Secondary

School. The importance of pre-school education will increase as it will be in principle extended to all five-year old children.

The first stage of the Basic School will be organized as a four-year phase. The Secondary School is built along three lines, forming an organic unity of three mutually penetrating streams of secondary education, (Grammar School, Secondary Technical School and Secondary School for Apprentices) which will gradually attain parity. The Czechoslovak educational system is thus conceived as a unified whole comprising:

- day nurseries and nursery schools for the children up to six years of age;
- basic schools divided into the first phase (grades 1 - 4) and the second phase (grades 5 - 8);
- secondary schools consisting of secondary schools for apprentices, grammar schools and secondary technical schools, and conservatoires (schools of music);
- universities;
- institutions for the education of adults.

The project of the further development of the Czechoslovak educational system, as the minister of education pointed out, shows that a great effort has been expended to open up new ways to education for the youth, to foster their creativity and to enable them to make good use of their abilities in life, which is in sharp contrast with the situation characteristic of the present-day capitalist world.

The implementation of the scheme for the further development of education and the school system is closely connected with the effort to improve the quality of initial teacher training. Teacher training should be given great attention. According to minister Vondruška the main point of the new concept of the training provided to educational personnel is "to train the teacher to become a highly socialist-conscious professional worker of a broad profile who is in a position to teach at various levels of the educa-

tional system and in various types of schools or educational establishments." The teacher should be a pioneer of all the changes which are going on in the education of the young generation.

After having characterized the measures taken to put into effect the reorganization of initial teacher training, the minister of education of the Czech Socialist Republic pur forward several recommendations and suggestions concerning the exchange of experience, the enhancement of co-operation and the development of research work in the field of initial teacher training:

1. to plan the demand for teachers and educational personnel for the individual types of school and to plan their professional orientation as well;
2. to unify the curricula, which would enable the students to undertake part of their studies in another socialist country and make use of the text-books written in collaboration with other socialist countries;
3. to collaborate in a more efficient way in preparing university text-books and other aids to study;
4. to determine the decisive trends ans specific tasks pertaining to the investigation of the problems of perfecting initial teacher training and the mission of the socialist school.

Minister Vondruška believes that regular conferences of the representatives of the colleges of education may be of great assistance in fostering the development of the socialist school system, the science of education and the teaching practice.

V. K. Rozov, the head of the soviet delegation, gave detailed information on the experience with initial teacher training in the USSR. A comprehensive account of his paper is included in the present collection. He substantiated the need for highly qualified teachers, stressed the requirement for a complex approach to the problems of initial teacher training and discussed all the aspects of the initial teacher

training provided at the faculties and institutes of education in the USSR.

Almost three dozens of the papers read at the conference as well as nine papers submitted to the conference organizers have brought a wealth of new ideas and experience concerning a number of the aspects of initial teacher training.

One of the key problems was the question of the present position and role of the teacher. This problem had already been mentioned in the paper by the minister of education of the Czech Socialist Republic who emphasized the exceptional significance of the teacher's role in shaping the up-and-coming generation in the developed socialist society, which is due to the deep political, economic and cultural changes. This fact, at the same time, refutes the views maintaining that in the time of the scientific-technical revolution teaching machines should replace the teacher. In his paper, V. K. Rozov stressed the increasing role of the teacher in building communism as "it is closely connected with the growing demands made on personality".

Doc. Vitanov referred to the fact that education was changing into a link between contemporary science and production, and to the mediated relation of the teacher towards material production, and pointed out that teachers must be in a position to prepare the youth for their participation in production in the period of scientific-technical revolution whose criteria and pace are largely determined by the system of the training provided to professional workers and highly qualified personnel.

Doc. Mujarov pointed out that the deep discrepancy between the growth of scientific information and the effectiveness of teaching must be tackled, if the educational process was to continue to fulfil its social function, and he expressed the view that the decisive factor in enhancing its effectiveness must be the qualification standards of teachers of all types and grades of school. The problem of the contemporary role of the teacher was also mentioned by

prof. Luther. In his view the increasing significance of the teacher's work is due to the impact of school on various areas of the socialist society.

The question of the function of the teacher in the process of instruction taking into account the conditions provided for the use of educational media was discussed by doc. Andreyev. He said that in the views of a number of experts, the blackboard and chalk compared with modern technical media would in near future recall the difference between automated lines in industry and the anvil with the hammer. What will the function of the teacher be like in view of these prospects ? What functions will he perform in relation to educational technology ? Doc. A. Andreyev is of the opinion that there is a possibility to leave to the machines that part of the technical work in the process of instruction which is subject to algorithms and does not require any creative approach on the part of the teacher. Educational technology whose use brings a lot of advantages has, however, a number of limitations. It may assist in fulfilling the informative function of teaching. The other function, the formative function of teaching, can better be carried out by the teacher. And yet the new educational-technological arsenal itself, which will be available and the use of which will place new educational-methodological demands on the teacher, will not change the role of the teacher in the sphere of human relations in the process of instruction. The basic function of the teacher will remain the same and only his function pertaining to the preparation and organization of the teaching process will change to a certain degree, particularly his activity aimed at the reinforcement of the knowledge and the assessment of the acquisition of the teaching matter.

Several participants were concerned with the question of the teacher personality which is a topical problem associated with the changes in his position and tasks. F.V. Rozov pointed out that school in a developed socialist society needs a new type of teacher "the teacher of high intellect, an investigator and a pioneer, capable of a creative approach

to his work and able to seek new ways of enhancing the efficiency in solving the problems of instruction and communist education of the up-and-coming generation". Prof. Korotkovich stressed the point that "all future specialists must above all master the research methods in the field of the basic sciences and attain the present-day level of scientific thinking, deep communist convictions and beliefs...", and added that this particularly applies to the universities providing initial teacher training. Prof. Glocke said that in initial teacher training emphasis should be laid on the training in the research work, thus fostering the teacher trainees' abilities to approach educational problems in a scientific way. Doc. Faron was of the same opinion. Among the important values of the teaching profession he included the requirement that the teacher should understand the consequences of his activity in the educational process and he also pointed out that the teacher must be fully aware of his new role in the process of the changing school.

Prof. Kleymenov spoke about the experience of the Kiazan State Institute of Education with the training provided to teacher trainees with respect to the scientific research approach to educational work. He pointed out that there was a marked difference between the students who had gone through psychological laboratory training and gained experience with research work, and the rest of the students, the former having acquired a high professional knowledge of the children. Prof. Franke appreciated the significant share of the Union of Youth in preparing the teacher trainees for creative work and gave a few examples of this kind of work.

The changing position and role of the teacher raise at the same time the question of the content and methods of his initial training. Doc. Vitanov pointed out that there was a tendency to increase the proportion of highly qualified labour in the total volume of labour, which would require that initial teacher training should educate teachers of a broad profile, and he stated that the question of the relation between the various components of knowledge must be viewed in a new way. He arrives at the conclusion that

"at present the fields of science determining its structure (i.e. the structure of the teaching graduate's future work - ed. note), general means and methodological principles are coming to the fore." Professor Kleymenov is of the opinion that under the conditions when the teacher simultaneously fulfils the role of organizer, investigator and intepreter, initial teacher training must needs support his pioneering qualities and gear the educational and psychological science to this end. Professor Kushutin stipulated that the present goals of initial teacher training should stress the role and importance of the training in the theory of education and the teaching practice. The point is to foster the students' urgent and continuous needs for acquiring the necessary theoretical knowledge for themselves, getting acquainted with the progressive experience and learning how to predict the course of the educational process. All this testifies to the significant role which is attached to the practical training provided to teacher trainees in the creative educational work with the children. The demand placed on the development of the students' creative abilities should therefore be persistently met, taking into account not only the content but also the organization of the training in the theory of education and the teaching practice. This principle is applied by the V.I. Lenin State Institute of Education in Moscow in such a way that every student carries out some, not too extensive, research during his teaching practice, analyzing and generalizing the experience of the best teachers and developing his pupils' creative abilities. According to the way how this training establishes the relation to life and to what extent practical experience fosters the students' creative attitudes to educational work it is also necessary to evaluate it.

A number of conferees drew attention to the importance attached in initial teacher training to the involvement of students in community life. V.K. Rozov pointed out that the position of the teacher in a developed socialist society makes him a public factor and gave a great deal of interesting and stimulating experience with this field of work.

Professor Babin said that "the involvement in the civic affairs is particularly nowadays a principal means of bridging the gap between the professional (in the narrow sense of the word) training and the training provided to students in the guidance of social and public affairs". And it is also a very efficient form of preparing the student for the social role of educator. The process of the preparation of students for their educational activities is thus seen by professor Babin as the consummation of the training in the guidance of social and public affairs which should form an essential part of the professional training for prospective teachers.

Ideological political training is thus considered to be an integral part of initial teacher training. Besides the main paper by the minister of education of the Czech Socialist Republic and the paper given by the head of the soviet delegation, this question was also dealt with by professor J. Matějček, doc. Fišer, prof. Luther, prof. Böhm, prof. Soták, doc. Vida as well as by other participants. From all these papers and contributions an explicit conclusion may be drawn about the lasting validity of Lenin´s proposition stating that "none of the natural sciences can hold out against the attacks of bourgeois ideas without proper philosophical argumentation ...". This at the same time implies the possibility and necessity that apart from the faculties and teachers of the social sciences also the faculties providing training in the students´ specialist subjects will have their specific share in the formation of the scientific world view.

The problem of the ideological political education in the respective fields of study (mathematics, biology etc.) were mainly discussed by the members of the GDR delegation - by prof. Schaefer, prof. Böhm, prof. Heidrich, prof. Apelt - but also by prof. Shkil from the USSR as well as, in part, by others. Professor Schaefer, who was concerned with the role of literature in educational work, drew attention to the great possibilities offered by literature to the effect that a creative relation to literature enables each individual to cross the barrier of insufficient life experience,

which is of particular importance in relation to the work with the youth.

A weighty problem brought up at the conference is the question of the motivation for choosing the teaching profession. This problem was mainly discussed by prof. Korotkovich (the USSR) and by T.P. Gaydarov (Bulgarian People's Republic). Both of them pointed out to the exceptionally great importance of an active social activity - the individual work with the youth. In his report on an extensive research, T. P. Gaydarov said that the students who had already worked as teachers, educators or leaders of the Pioneer Groups showed a strong and lasting motivation. The teaching practice and the training in the guidance of social and public affairs, the educational work and a systematic contact with the children thus substantially affect the motication of prospective teachers during their university studies. On the basis of their researches the workers of the Institute of Education at Minsk arrived at the same conclusions. Professor Korotkovich, who spoke at the conference about the research work focussed on the questions of the communist education, pointed out to the positive conclusions analogous with those drawn by T.P. Gaydarov and at the same time stated that with those students who were mainly oriented towards their specialist subjects the negative relation to the teaching profession was strengthened rather than weakened.

The conference also dealt with a number of other problems associated with initial teacher training. They were, for example, the question of moral education (doc. Vida, CSSR), the problem of an excessive feminization at the philosophical faculties (prof. Šindelář, CSSR), the projects for the raising of the qualification standards of the educational personnel (prof. Bunescu, Rumanian People's Republic), and others. The final communication which summed up the results of the conference stated that "the stimulating discussion enabled the conferees to make an objective picture about the results achieved and about the prospects for the enhancement of the educational process."

The communication emphasized the point that "raising the standard of the teachers' preparation for bringing up the pupils and the youth in the spirit of the communist education necessitates improving systematically and thoroughly the professional training provided to prospective teachers.

The conference has made an important contribution to fulfilling this task. The congress therefore expressed the opinion that "the increasing relations between the universities will be further strengthened, effectuating a fruitful, creative collaboration in the enhancement of the quality of initial teacher training so that the teachers will be in a position to fulfil the tasks of building socialism and communism.

EXPERIENCE GAINED BY PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS IN THE USSR IN THE TRAINING OF TEACHERS FOR THE INSTRUCTION AND COMMUNIST EDUCATION OF YOUNG GENERATION

V. K. Rozov
Moscow, USSR

The Soviet people, together with the peoples of the brotherly socialist countries and the world progressive community, celebrated the Sixtieth Anniversary of the Great October Socialist Revolution. Our country and the whole progressive mankind celebrated this important anniversary under the mark of new victories of socialism, victories of the Marxist-Leninist ideas so outstandingly demonstrating their great revolutionary and creative strength.

The victory of the socialist revolution carried out in October 1917 by Russia's workers and peasants under the Leadership of the Communist Party headed by V. I. Lenin constituted the main event of the 20th century which fundamentally changed the mankind's further development.

"The October Revolution, - said Comrade L. I. Brezhnev, General Secretary of the CC of the CPSU, Chairman of the Presidium of the Supreme Soviet of the USSR, in his statement at the joint festive session of the CC of the CPSU, Supreme Soviet of the USSR and Supreme Soviet of the RSFSR on 2 November 1977, - tended, naturally, to solve above all the problems inherent to our country, problems evoked by its history, by its specific conditions. However, in terms of their substance, these were not local but rather general problems evoked by social development and confronting the mankind as a whole. And, the world-wide historical importance of the October Revolution consists in the very fact that it opened the way for the solution of these problems and, thus, to the creation of a new type of civilization on the Earth". The victory of the Great October created prerequisites for the formation and development of the world socialist system.

During the sixty years, our country covered a distance which equals centuries. Its economy has changed beyond recognition. Within a historically short period, the huge backward country was converted into a country with highly developed industry and collective agriculture. Just two-and-half working days are needed by our industry to produce the volume of output produced during the entire year of 1913.

Socialism widely opened the door to knowledge and cultural wealth to the working people, created unlimited possibilities for the development of science and put science at the people's service.

The most important result of the self-sacrificing efforts by the Soviet people is represented by the building in our country of a developed socialist society.

The year of 1977 was marked by another outstanding event - by the adoption of a new Constitution of the Union of Soviet Socialist Republics which is rightly called the manifesto of the era of the building of communism.

"We adopt the new Constitution on the eve of the Sixtieth Anniversary of the Great October Socialist Revolution. This is by no means a mere coincidence in time of the two major events in the existence of our country. The link between them is much closer. The new Constitution, - stated Comrade L. I. Brezhnev at the session of the Supreme Soviet of the USSR on 4 October 1977, - is, so to speak, a concentrated result of the entire sixty-year development of the Soviet State. It represents a convincing proof of the fact that the ideas proclaimed by the October Revolution and Lenin's heritage are being successfully transformed into reality."

A special place in the new Constitution, this basic law of the developed socialist society, is occupied by the provisions dealing with the people's instruction and education in a communist society.

With the adoption of the Constitution, our people's education enters a new, higher stage of development. This is reflected in Article 45 of the basic law which stipulated the obligation of universal secondary education. The Communist Party of the Soviet Union traced the need for universal secondary education in our country and now, on the eve of the Sixtieth Anniversary of the Great October, secondary education became and obligatory educational minimum for the Soviet youth.

We can proudly state that the Soviet Society is a highly educated society. Seven-to-eight of ten people engaged in national economy have university or secondary (complete or partial) education. Twenty-four million specialists with university or secondary professional education work in our country, of which some four million are diploma engineers. More than 1,6 million teachers have university education.

Our Soviet society can rightly be called a learning society. More than 97 percent of the total number of pupils who complete the eighth grade continue today to study for secondary education. Very widespread is adult education and working youth education.

An important role is played in the ideological education of Soviet people by political education and systematic study of Marxism-Leninism. In general-education schools of the Soviet Union, wide possibilities are created for a successful solution of ideological and educational tasks connected with the formation of the communist world outlook of young people. This is actively assisted by the study of the documents of the 25th Congress of the CPSU, Lenin's ideological heritage. At present, great efforts are under way in schools aiming at the study of the new Constitution of the USSR.

Under the conditions of the transition towards universal secondary education, the importance of the school's social function further grows and so do the society's requirements put forward with respect to the quality of instruction and educational activity, to the preparation of young

people for life, for active participation in the building of communism. The success of this important work depends, in great measure, on the teacher and his activity. The teacher's increasing role in the building of communism is organically related with the increased requirements put forward by the society with respect to his personality.

When outlining the tasks connected with the development and improvement of secondary education in the country, the 25th Congress of the CPSU drew special attention to the need for better training of pedagogical cadres. This is fully logical. A school of the developed socialist society needs a teacher of a new type - an intellectual, researcher, innovator capable of a creative approach to his practical activity, of searching for the new ways of a more efficient solution of the tasks related with the instruction and communist education of the young generation.

An important role is to be played in the solution of this principal task by pedagogical schools. At present, teacher training is ensured in the Soviet Union at 65 universities, 200 pedagogical higher education institutions and 408 pedagogical colleges. These institutions ensure the training of teachers for general-education schools, secondary vocational schools and technical schools. Pedagogical colleges ensure, in addition, the training of teachers for pre-school facilities, boarding schools as well as for schools and groups with a prolonged school-day and for out-of-school children's facilities.

Throughout the sixty years of our contry's existence, pedagogical schools daily feel the great care devoted by the Communist Party and the Soviet State to their development and strengthening.

The staff in pedagogical higher education institution actively deals today with the problems related with improving the training of future teachers for more efficient solution of the entire complex of training and educational tasks confronting schools in the developed socialist society. The Ministry of Education of the USSR elaborated a set of measures

aimed at improving the training in pedagogical schools of students for their educational work in the schools, pre-school and out-of-school facilities.

At the 25th Congress of the CPSU Comrade L. I. Brezhnev, Secretary-General of the CC of the CPSU, proposed and substantiated the need for a complex approach to the education the substance of which consists in ensuring a close unity of the ideological, political, working and moral education. This means that complex approach to the education should be considered a methodological basis and a most important means for improving the process of education under the conditions of universal obligatory secondary education. The complex approach to the organization of the process of education at the university level opens new possibilities for the formation of an all-round development of the Soviet teacher's personality.

Within the comprehensive system of the organization of the training and education process at the university, special role is played by the study of social sciences. Socio-political branches of knowledge are called to provide students with the Marxist-Leninist ideology, a scientific methodology of understanding the phenomena of social life. Their study represents a basis for the formation, by future pedagogues, of the Marxist-Leninist world outlook, communist conviction as well as ideological and political maturity.

In the study of the courses on the history of the CPSU, dialectic and historical materialism, political economy and scientific communism, great attention is paid to a thorough study of Marx's, Engels' and Lenin's works. In the course of such study, the formation of the scientific world outlook by the future teacher takes place, habits and techniques of self-education occur and creative thinking actively develops, which is especially important for a teacher.

In his message to the participants of the Third All-Union Scientific and Practical Conference on "The study of V.I. Lenin's life, activity and works and, of the CPSU documents at secondary schools", Comrade L. I. Brezhnev wrote:

"Soviet teacher brings the great international wealth of Lenin's ideas to the brains and hearts of pupils, strives for deep and permanent knowledge, develops the pupils' capability to master the Marx-Lenin's revolutionary theory and trains persistent fighters against alien ideology and moral".

The above words objectively substantiated the need for searching the most efficient forms of unity of the study of social sciences at pedagogical schools and the future teacher's work.

In 1976, the Ministry of Education of the USSR organized in Tchelyabinsk an All-Union Meeting on the Work of Social Sciences Chairs Aimed at Rendering Methodological and Scientific Assistance to Schools. The participants were acquainted with the experience accumulated by the Tchelyabinsk Pedagogical Institute which carried out extensive work aimed at searching for the most efficient forms of a unity of the study of social sciences and the teacher's future work.

Of ever growing importance in teachers training is the development of the research work by students themselves in the field of social sciences, history of the All-Union Lenin's Communist Union of Youth (VLKSM) and of the international youth movement.

In the developed socialist society, the teacher represents, in view of his social position, an active social functionary. He must be a propagandist as well as lecturer - he must be able to explain the issues of both home and foreign policy of the CPSU.

As long ago as at the dawn of the Soviet Power, when addressing the First All-Russia Congress of Teachers-Internationalists in 1918, V. I. Lenin said: "The army of teachers should set gigantic tasks and should, above all, become an army of socialist education. The life as well as knowledge should be liberated from their subordination to the capital, from under the yoke of the bourgeoisie. One should not be restricted by the narrow limits of the teacher's activity.

Teachers should fuse with the entire fighting mass of the working people. New Phedagogy´s task is to link the teacher´s activity with the task of socialist society organization". (Lenin V.I., Poln. sobr. soch., Vol. 36, p. 420).

The solution of the above problem is seen by the pedagogical higher education institutions in the USSR in the organization of a system of socio-political practice, in the course of which students obtain the required experience in the organizational and socio-political work among people. Socio-political practice contributes also to the deepening of the students´knowledge of the Marx-Lenin´s theory, to the transformation of this knowledge into strong and deep convictions, into an unswerving attitude.

The systematic and plan-based activity aimed at improving the organization of the socio-political practice is directed above all along the lines of the overall activity related with the formation of the future teacher´s personality.

In the process of training in pedagogical institutes, special role is played by the subjects of the psychological pedagogical cycle.

The psychological pedagogical cycle provides students with the knowledge of the development, instruction and education of children, of the theory and methodology of pupils instruction and education. It also provides future teachers with the skills and experience required for the carrying of the instructional and educational activity.

Widely used in the system of pedagogical education are special courses and seminars aimed at preparing the teacher for his educational work, e.g. "Methodology of educational activity", "Methodology of working with the Pioneer and Komsomol organizations in schools", "Methodology of the class-master´s work", "Psychology of the personality", "Pedagogical foundations of the activity of pupils´ work brigades" etc.

With the transition to universal obligatory secondary education, a considerable portion of young people, after having completed the school, leave to work in the practice. Under such conditions, of special importance is the professional orientation work. A course entitled "Pupils' professional orientation" provides students with the knowledge of this work's methodology.

In 1977, a meeting of the heads of pedagogy and psychology chairs of pedagogical higher education institutions took place in Grodno. The meeting outlined the ways and means for the further improvement of the activities carried out by the chairs in connection with the teacher preparation for his educational work in the school.

For Soviet pedagogical higher education institutions the problem of further developing and strengthening the link with schools continues to represent a topical problem.

In 1973, a conference of chancellors of partner institutions in socialist countries was held in Kiev and devoted to the above problem. We thoroughly studies the experience gained by our friends in brotherly socialist countries - the German Democratic Republic, Hungarian People's Republic, Polish People's Republic, Romanian Socialist Republic and Mongolian People's Republic. We are aware of the fact, however, that today the cooperation between the partner institutions in socialist countries should be strengthened with the aim of searching for new forms of the link between the study a pedagogical higher education institution and practical work in the school. The experience accumulated by the best teachers and pedagogical teams should be systematically analyzed and made available to the students.

Ever more acute becomes the need for the teacher to transmit, in well-ordered terms but plain language, pedagogical knowledge to the broad masses of working people, to provide parents with the basic pedagogical knowledge.

Pedagogical institutes in the USSR pay daily attention to improving teachers' professional training. We make every effort to enable the pedagogical school graduates to obtain deep and versatile knowledge of their profession, to master both the content and methods of the particular science which provides foundations for the school subject concerned. It is important to adhere, in the course of the study of professional subjects, to one of the leading principles of instruction - the unity of the learning and educational importance of the instructional material which enables to considerably improve the quality of teacher training, to ensure day-to-day formation of teacher's capabilities and to carry educational activity in the school.

The institutions of higher education have accumulated certain experience in the training of subject teachers for out-of-class activities along the lines of their subject. Thus, geography teachers are trained in the field of tourism, regional geography, experimental biology within pupils' working brigades, physical and technical creative activity etc.

An important part of the training process is represented by pedagogical practical training which provides for a link between the young specialist's theoretical training and his own future work in the school. It complements and enriches students' theoretical training through enabling them to nail down and deepen the acquired knowledge, it creates conditions for mastering basic pedagogical skills and experience, it enables the students to acquire personal experience which makes it possible for them to unterstand their future profession and to prepare for this creative activity.

Much has been done in recent years with respect to improving the organization of the pedagogical practical training. For the first time, a programme was prepared which stipulated both the content and methods of the students' work during all stages of the practical training. At present, a new programme on carrying the pedagogical practical traning in the school is being prepared. In the latter programme, greater stress will be laid on those aspects which are vital

in order to better prepare the future teacher for his educational activity.

Each year, an all-union students' conference is being organized under the slogan: "Students of pedagogical higher education institutions for national education". Best students' works are awarded medals by the Academy of Pedagogical Sciences of the USSR.

Great attention is paid in our country's pedagogical higher education institutions to the organization of various forms of out-of-lecture-room activities.

It is very important for the graduate from a pedagogical higher education institution to be aesthetically educated, to be capable of organizing pupils' group activities and pupils' popular art activities. With the aim of preparing the students for such work, faculties of social professions work at all pedagogical higher education institutions of the USSR; they have several departments (music and chorus, plastic art and painting, theatre, sport etc.). In a way, the students obtain second profession and learn skills which are very important for future pedagogues.

The same objetive is followed by the students' art creativity which is well organized in pedagogical higher education institutions. As a rule, a review of the students' group creative activity is organized once a year. It represents a special show of the future pedagogues' talents.

Based on the students' iniciative, various clubs and special interest societies are formed. Pedagogy clubs function in many higher education institutions; there, future teachers meet outstanding masters of the pedagogical work, discuss films dealing with pedagogical topics, organize disputes, conference, meetings with pupils.

One could enumerate great number of students' societies: peotry clubs, art clubs, Makarenko societies, sport sections, group ... Most of the activities carried out in pedagogical higher education institutions are professionally oriented and serve the purpose of the formation of an all-round personality of the future teacher.

In order to associate future teachers with the pedagogical work from the beginning of their study at the university, students' socio-pedagogical practical training is also envisaged. It takes place during the 1st and 2nd year of study. On voluntary basis, students work as pioneer group leaders and assistant class-masters in schools, as tutors in children's rooms run by housing administrations, take patronages under "difficult" youngsters, work in militia's children's corners and in out-of-school facilities. Many students continue this work during subsequent years of their study as well.

In recent years, qualitative changes have taken place in many higher education institutions of our country with respect to the socio-pedagogical activity. Widespread is a specific form of the students' activity known as pedagogical detachments. Pedagogical detachements represent a form of an association of future pedagogues in order to carry joint activities aimed at pupils' education during out-of-school hours. A pedagogical detachment has a fixed organization and, at many universities, also its statute which stipulates basic tasks and the structure of the detachment.

At present, pedagogical detachments are formed at almost all pedagogical higher education institutions of the country, with the total membership of over 50 thousand students.

Under modern conditions, the process of university study ever more relies on the student's independent work, close to research work. The interest in the research work is being evoked from the very first year of study. Future teachers become acquainted with the scientific research methods through the system of lectures, special courses and pedagogical practical training. Apart from that, students' scientific societies and groups work in all higher education institutions of our contry.

In order to stimulate the students' research activity, students' scientific conferences (intra-institute, inter-institute, republican, all-union) are organized. Students introduce their own papers and competitions are organized for the best students's work.

In the course of the recent decade, our pedagogical higher education institutions introduced perspective planning of the students' education. The plan covers the entire period of the young specialist's training at the institute. The advantage of the perspective plan consists in the creation of a single system of students' education which ensures the required purposefulness, interlinkage and continuity of the process of education. This makes it possible to provide for closer, organical linkages within the training and education work, to determine its main directions at certain stages of the study, to avoid monotony in the methodology of education, to ensure supervision and - what is especially important - to manage the process of education in a more efficient manner.

Perspective plans reflect a complex approach to the problems of the communist education of young people. Special attention is paid to the ideological, political and working education of young specialists.

The quality of teacher training is treatly influenced by the scientific pedagogical work in pedagogical institutes. Specialists of various professions work in our institutions of higher education pedagogues and psychologists, mathematicians and physicists, historians and philosophers etc. They make a significant contribution to the development of Soviet science. At present, 18 sectoral laboratories, 55 research laboratories and 33 problem-oriented laboratories work in pedagogical institutes of our country. Research works by many scientists became widely known and won world-wide recognition. Ever more extensive is the research work on the problems of pedagogy in higher education institutions. Also growing in extent is the research work on the problems of the communist education of young people.

When evaluating the work of our country's pedagogical institutes in the field of future teacher training for the communist education of the young generation, we can firmly state that the majority of our institutes train highly qualified specialists for the national education system, who

have good knowledge of their specialization, like the teacher profession and creatively approach its duties; these specialists have an active life outlook, are politically mature and possess high moral properties.

The graduates from pedagogical higher education institutions have been, during various stages of the building of communism, devoted propagandists of the ideas of the Communist Party and Soviet Government among the masses, active builders and courageous defenders of our socialist State.

However, we cannot stop at what has been already achieved. We are of the opinion that the activities carried by pedagogical higher education institutions have not yet achieved the line of high efficiency. The organization of the training and education process not always keeps pace with time. In a number of institutions, new progressive forms of educational work are being introduced with considerable delay. Not all institutions work on the optimization of the training process and create necessary conditions for independent work by the students.

There is obviously no need to enumerate all problems to be dealt with by the pedagogical higher education institutions in the USSR. There are many because the process of improvement has no end.

An ever more important role in the training of highly qualified teachers is played, at the present stage, by the cooperation between the socialist countries in this field.

Today, we can state with satisfaction that the existing contacts and forms of scientific and pedagogical cooperation between pedagogical schools of certain socialist countries make the work aimed at improved pedagogical training and better teacher training more fruitful and efficient.

The partner institutions exchange instructional documentation. A number of curricula and programmes of partner pedagogical institutions were discussed at the scientific and methodological meetings organized by the Ministry of Education of the USSR, with the participation of scientists from the institutions concerned.

The exchange of delegations aimed at learning the experience accumulated by pedagogical higher education institutions as well as the exchange of professors and lecturers to organize lectures, special courses and seminars have proved to be useful.

Within the system of cooperation among pedagogical schools, ever more important become joint research work, joint preparation of textbooks, mutual participation by lecturers in scientific conferences, joint publication of articles, exchange of scientific information.

A very useful form of cooperation is represented by the exchange of students´ delegations. In this connection, great attention is paid to the international education of the young generation. Young people are acquainted with the country´s life and the results achieved in the field of economy, culture and education. Of interest is the experience of those institutes which practice joint students´ scientific seminars and conferences.

IDEOLOGICAL ASPECTS OF FORMATIVE TEACHING IN THE WORK OF THE SOCIALIST TEACHER

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The building of the socialist society is continually placing higher demands on the ideological political and professional maturity of every worker in all areas of social life.

Socialist education occupies an important position in the system "science - technology - production - management - education" as it is a sphere of innovation which through the human factor facilitates the application of new findings in technology, production, management, culture and, as a matter of fact, in the whole field of social life.

The social mission of education under socialism is to educate a socialist citizen and to contribute towards the integration of the interests of the society as a whole with the interests of each individual and of the community. Education is thus seen as a social factor affecting the whole society. It has become a life value of each member of the socialist society to whom it offers a general socialist orientation in life.

It is our aim to educate a universally and harmoniously developed man whose talent, interests and abilities are creatively fostered by means of the most up to date educational methods. We postulate that man as a biosocial being is the sum total of the social relations. In this respect a highly effective educational activity of the school and other educational factors exert a decisive formative influence on the content and pace of the shaping of a versatile personality of man.

The education of the socialist personality is only possible in the dialectical unity of acquiring knowledge and personality shaping which is effectuated in the system of the

lifelong communist education safeguarding the dialectical unity of a comprehensive education and a high level of professional training.

The achievement of this aim, i.e. teaching the pupils and students how to think creatively nad how to constantly and independently develop their knowledge, skills and habits, necessitates the adoption of the basic method of scientific truth, i.e. the Marxist-Leninist theory and methodology.

This means that it is necessary to know how to apply its propositions and principles to the analysis of the phenomena, events and facts of life and work, theory and practice, and to be in a position to solve the topical problems in keeping with the scientific world view. At the session of the CC CPC of July 1973 it was pointed out that "the teaching of Marxism-Leninism must show the young socialist experts how the scientific world view may assist them in finding their bearings in life and in taking up a clear attitude towards their professional work in the further development of their creative thinking."

The education in Marxism-Leninism provided to pupils, students and adults has become the fundamental and most significant task of the Czechoslovak school education system and it is the main educational mission of every teacher and educator. It cannot, however, be formed only by the disciplines of Marxism-Leninism, but each subject and school or out-of-school educational activity occupy in the Marxist-Leninist education provided to the up-and-coming generation a certain position which cannot be substituted for, having a specific educational mission and fulfilling a definite educational task.

If the teacher of the socialist school is to act up to his convictions it is necessary for him to draw on the veracious ideological concepts of the development of society, i.e. the Marxist-Leninist philosophy. V.I. Lenin pointed out that "Marx's doctrine is all-powerful because of its veracity. It is complete and harmonious, giving people a universal world view." This veracity of Marxism-Leninism has become

the content of the communist convictions and beliefs among the children, youth and adults in the historical development of each socialist society built in keeping with the doctrines of Marxism-Leninism.

There can hardly be any better evidence in social life of the truthfulness of Lenin's words than the grandiose development of the USSR which resulted in a fully mature socialist society and the adoption of a new constitutions of the Soviet Union on the occasion of the 60th anniversary of the Great October Socialist Revolution.

The socialist school is responsible for the diverse educational activities, guiding the pupils in the dialectical materialistic understanding of nature and society, in the cognition of the objective world and the laws of its development, helping them to comprehend to conclusive advantages of socialism and communism over the capitalist system and promoting their understanding of the active role of man in transforming the society as well as their readiness to struggle for the ideas of the communist party and fostering the abilities to defend their opinions and beliefs, strengthening them through their own communist attitudes to everyday life and work.

In this connection the words of F. Engels are of great importance, stating that "the Marxist world view must be confirmed and become manifest not in a special superscience but in the actual sciences". (F. Engels, Collected Works, Vol. 20, p. 142).

It is imperative for every teacher to show to his pupils in a suitable and appropriate way wherein lies the Marxist-Leninist approach to the solution of a given problem and to elucidate the relation between the general findings of the dialectical and historical materialism and the solution of the specific questions of the subject studied.

For a successful promotion of the desired world view beliefs, opinions and attitudes of pupils in the teaching practice it is necessary:

1) to define the sum total of the basic theoretical concepts as well as conclusions pertaining to the world view and to determine the way of imparting them to pupils;

2) to devise a system of inter-subject relations enabling to reveal the scientific basis of the events studied in nature and in society from various aspects and mutual relations. An important scientific-political task is to unite the system of concepts of the individual subjects and disciplines studied to a general world view system;

3) to foster the abilities of pupils to find their bearings in the methodological fundamentals of the hypotheses and propositions of the subjects studied;

4) to adhere firmly to the Marxist approach to the use of various scientific terms whose scientifically incorrect comprehension may orientate the students towards idealism.

The teacher must always formulate the conclusions resulting from the discoveries made in the respective sciences constituting the school subject with respect to the world view. Therefore, he will always lay emphasis on the interpretation of the history of cognition in the specific sciences by means of which he can illustrate the approaches and the significance of the dialectical and historical materialism for the development of scientific knowledge and thought. For this reason he will also lay emphasis on the dialectical-materialistic atheism in his educational work.

The veracity of Marxism-Leninism must become the main content of the pupils' communist convictions and beliefs.

There are a few general methodological comments to be made upon this question. We would like to draw attention to the important fact that the dialectical materialistic world view should be fostered by every teacher. No science can do without correct philosophical conclusions and neither can the teaching of the respective subjects. V. I. Lenin says that we must understand the fact that without due philosophical argumentation none of the natural sciences can hold out against the attacks of the bourgeois idea and

the renewal of the bourgeois world view. If a scientist is to hold out against these attacks, bringing his cause to a successful end, he must be a present-day materialist, i.e. as Marx puts it he must be a dialectical materialist. (V.I. Lenin, Works. Vol. 33, p. 197-198). It is not a scientific view which maintains that a mere imparting of the content of the scientific propositions will be sufficient for the ideological education provided to professional men. The objectivistic approach, maintaining that ideology should not interfere with the methodological questions of the respective science and the school subject, testifies either to the ideological immaturity of the teacher or to the instability of his ideological view-points.

Lenin has always organically connected the science on the general laws of the outer world with the science on the laws of thinking and expressed this view in his proposition stating that the science and the world-view are organically related. This principle of linking science with the world view requires of the teacher to persistently reveal in the principles of the partiality of science all the "latest" schools of idealism, all kinds of revisionism, anti-communism, anti-sovietism and opportunism which are waging an open or covert struggle against the dialectical materialistic world view and the proletarian and socialist internationalism.

The school is an institution which is specifically involved in in the solution of the current questions and problems of the life of the whole society. It is possible to solve the question of this involvement by means of a system of suitable methods and media which lead to a very close connection of the school life with the social process of building a developed socialist society. During his study the pupil must continuously have a mediated or direct contact with the social involvement in building socialism and take an active part in it whenever it is beneficial to his ideological political world view beliefs and professional development. If the educational work is imbued with the life of the society and its problems, tasks and prospects,

then in accord with the Lenin s proposition, the school is in a position to "teach the children and youth how to independently attain the communist views".

In the teaching of any subject, the teacher's ideological convictions provide the basis for the educational process and its formative influence. The teacher should be in a position to include the Party and state resolutions in the respective educational objectives of his subject with a view to make use of them in shaping a given group of pupils and students he is teaching. It is natural that the more familiar the Party and state tasks are to him and the more identical they are with his own world view beliefs, the more successful he will be in fulfilling this duty.

In the theory and practice of education attention must needs be paid to the systems solution of all the three aspects of the scientific world view education, i.e. the area of the rational influence, the emotional area and the area of the activity for the benefit of socialism and communism.

The first methodological prerequisite for the shaping of the communist world view in school is the requirement of the scientific proof and logical unambiguity of all the theoretical and practical conclusions drawn with respect to the world view content.

The second methodological prerequisite for the promotion of the communist world view is the creative cognitive activity of pupils enriched by social life. The greater the contribution of each individual towards the benefit of socialism, the more consistent and the firmer his world view attitudes.

The third methodological condition for the scientific education fostering the communist world view in school is to establish an efficacious emotional relation to the educational question, to a practical problem where the emotional charge supported by the factual argumentation lends a stimulating and active character to the attitudes.

The conscientious activity of the pupil in the spirit of Marxism-Leninism necessitates developing permanent world view attitudes based on the knowledge of the science and ideology of Marxism-Leninism and leading to the morally volitional activity for the benefit of socialism.

In the practice of teaching it means that the problem of attitudes should be included in the horizon of the pupil's inquiring mind, in the area of his psycho-social civic horizons. The factual, truthful and logical argumentation conducted from the point of view of Marxism-Leninism and the Leninist methodology must be stimulated by an emotional charge if it is to evoke the experience which provides the basis for the development of new desirable attitudes. The direct social contacts of pupils with the social life and their active participation in it constitute an important factor in the shaping of socialist attitudes.

The teacher must guide his pupils in recognizing the driving force of the Marxist-Leninist world view not by instructing them or merely by organizing their activities but, on the contrary, by developing their creative thinking and activity on the basis of the Marxist-Leninist philosophy and by means of the Leninist methodology. Among the disciplines shaping the world view, encyclopaedism and formalism have always been most harmful to the communist education of pupils.

We are not so much concerned with the knowledge of facts as with the conscious deeds, the unity of socialism and communism.

A weighty problem is to work out the criteria by means of which the degree of the attainment of the communist views and the stability of the attitudes of pupils can be assessed.

The criteria of effectiveness cannot be expressed by any explicit indicator as it would lead to one-sidedness. Among the criteria of effectiveness undoubtedly belongs the conscientious intensification of activity in study, in the social political involvement, dutifully taking up the post

allotted according to the needs of the society and the all-round quality of the teaching graduate with respect to his future work and personal life, and in keeping with the objectives of the communist morals. In making the analysis of the various kinds of pupil activities and of their relations, the following criteria of the development and the ideological maturity of the school leavers may be given:

1) The dynamics of the society-oriented activity in studies, in the personal as well as social life.

2) The degree of the application of the communist morals to work and everyday-life situations.

3) The level of the socialist values orientation.

The ideological education can only be beneficial if it is fully based on the socialist existence and the actual successes of pupils in their work and their personal lives, taking into account the needs of their social development in the system of social relations, the degree of their moral convictions and their interests.

However well formulated and scientifically substantiated the goal of the ideological political education may be it cannot, in itself, guarantee success unless through active work it affects the convictions and attitudes of pupils and students.

The true ideological political maturity and the communist morals of the socialist teacher attained by thorough study and by the mastery of the Marxist-Leninist theory and methodology, the intensification of his own active participation in building the socialist society, his personal experience with the revolutionary work of building socialism and with the political, organizational, cultural and propaganda work as well as with other kinds of work constitute the emotional charge which lends force to the formative influence and personal example of every teacher through which the ideological aspects of the communist education provided to pupils and students are applied to the everyday formative teaching.

THE TASKS AND PROBLEMS OF RAISING THE IDEOLOGICAL THEORETICAL STANDARD AND THE EFFECTIVENESS OF PRACTICAL EDUCATIONAL WORK DURING THE TRAINING IN THE THEORY OF EDUCATION

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The high educational standard which we attempt to achieve in the training provided to the diploma teachers requires a thorough training in the theory of education and in the teaching practice. The theoretical training should be closely related to the practical training if we want to prepare the teacher trainees for performing effective educational work in school and in out-of-school activities, in collaboration with the youth organizations, with the parents and other social components.

It is a well-known fact that in this educational process the student is supposed to acquire those personal qualities which are of great importance to his attitude towards the political role of the teaching profession.

The training in the theory of education and the teaching practice must increasingly shape the ethos of the socialist teacher which is mainly characterized by the close relation to pupils, true love for children and by the ensuing responsibility for their future.

These significant tasks continuously stimulate our efforts to investigate whether we have taken full advantage of the possibilities of education, whether the educational content set by the syllabuses has been made thoroughly accessible, thus enhancing the effect of education in compliance with the demands of the communist education.

The soviet science of education is the main source which enables us to raise the ideological-theoretical standard of the training in the theory of education as a whole, and particularly its impact on students. The wealth of its findings helps us to gain a deeper insight into the generally valid

principles of the communist education and to teach convincingly to this effect. In this respect fast progress was made following the VIIth and IXth SUP Congress.

The analyses of the process of education, the programmes of the further education of teachers and mainly the practical work done by our graduates show that the general validity of the soviet findings and experience increasingly determines also the daily work done in the field of teacher training.

The theoretical attitudes and practical experience described by Lenin, Krupska, Kalinin, Makarenko and a number of the socialist educationists represent the significant starting-points applicable to our education. Ever more prominence is given to the finding stating that the tasks of teacher training, which go far back in history, cannot be fulfilled without the thorough study of the classics of the communist education.

The primary task of raising the ideological-theoretical standard of education is supposed to be the instruction in the Marxist-Leninist theory of education in its complexity, its dialectical relationships and with a view to its immediate connection with the political-educational tasks of the school system laid down by the Party. This is at the same time the tool for the enhancement of the effectivity of practical educational work.

The training in the subjects pertaining to the theory of education and completed by the professional methodological training begins in the first semester and is concluded by the teaching practice which goes on for 12 weeks in the 8th semester.

The training in the disciplines of education is carried out during the first two years of study and is arranged in the following way:

fundamentals of the science of education	in the first semester
history of the science of education	in the second semester
theory of instruction	in the third semester
theory of education	in the fourth semester
health education and hygiene	in the sixth semester

Each discipline except health education and hygiene is allotted two lessons a week.

The ideological-theoretical standard of the whole training is determined by the instruction in "the fundamentals of the science of education" given in the first semester.

The content of the training in the fundamentals of the science of education includes the Marxist-Leninist concept of personality development and the basic questions of the school education policy of the working class carried out in the GDR, in the Soviet Union and other fraternal socialist countries. The students should be aware of the fact that as teachers they will have great social responsibility for the communist education of youth. We attempt to foster the feeling of pride in our achievements in the field of education in our country as well as in all the fraternal socialist countries. All students in the first year of study work as the Pioneer leaders. Besides this they gain great experience with the guidance of the educational process during the summer holiday practice at the Pioneer Camp.

One of the current tasks of the teacher is to compile the topical problems of the practical work of students and make use of them in the instruction in "the fundamentals of the science of education." The requirement to establish a close relation between the general theory and the practical training provided to students in the first year of study places high demands on the teachers. If it proves successful, the motivation for further studies in the theory of education will be strengthened.

The educational aspect of the "fundamentals of the science of education" is still further enriched in the first year of study by the "history of the science of education". We are of the opinion that the prospective teacher must comprehend his profession and the theory of education in its historical development and that it is desirable for him to understand the history of his profession. Our existing experience shows that the "history of the science of education"

assists in providing the educational political basis and grounding in the theory of education, which we attempt to achieve in the first year of study, and in enriching this ground-work with the definite, historically substantiated, concepts. If the teacher is to prepare the youth for the communist future, he must understand the historical continuity of his profession in the dialectic of the present and future. Last but not least, the methodological principle of the unity of history and logic can therefore be viewed as an important means of improving the theoretical standard of the respective training in the theory of education.

The students learn about the development of education as a science in the process of the conflict between the old views and the new ones. They should be aware of the fact that the Marxist-Leninist science of education processes everything that has been created by mankind throughout its history and retained in the form of knowledge and experience.

We find that in the diploma work an increasing number of students wants to deal with the themes taken from the history of the science of education. We can see in it a sign of the increasing historical interests of our students, which is due to the fact that the school policy spokesmen and the educationists of the revolutionary working-class movement as well as some of the representatives of the classical bourgeois education provide the models positively affecting the shaping of the ethos of the socialist teacher.

The theory of instruction is given in the 3rd semester. It is supposed to be an important introduction to the technology of teaching which begins on the 4th semester. The students are acquainted with the essence of the syllabuses and acquire the basic knowledge of the process of instruction. Our main point at present is to foster the ability of the student to conduct instruction as an efficacious process of the communist education. This requires of them mainly to understand the reason why in our schools we need scientific

instruction in keeping with the Party policy and linked with life. The prospective teacher must see that his thorough knowledge itself has a considerable formative influence on his pupils. He must have at his disposal the educational media which assist him in using his knowledge with greater ingenuity in various situations in life.

The standard of the instruction in the theory of instruction has been raised because we have based the lectures, seminars and the practical training on a more systematic methodological concept of our syllabuses. In teaching the theory of instruction, the dialectical conflict between theory and practice must be taken into consideration. Owing to the limited period of time it is not possible to combine the tuition in the theory of instruction with the teaching practice running parallelly in school. This drawback is successfully compensated for by making good use of TV recordings of the demonstration lessons.

The management of the university considers as an important task to create all the necessary conditions for the effective use of modern educational media. An effective use of television, mainly in teaching the theory of instruction, has often been the subject of a stimulating and successful exchange of experience between numerous institutions in the fraternal socialist countries and we are grateful for it.

The theory of instruction is closely connected with the theory of education which follows and completes the actual training in the educational sciences. The main objective of the lectures and seminars on the theory of education is therefore to develop the readiness and ability of students to guide all the pupils in the spirit of the world view and morals of the working class, i.e. on the basis of the Marxist-Leninist theory of education.

The students are supposed to enrich their knowledge of the objectives and content of the communist education and devote more time to the study and application of various

methods of the communist education. There is also a possibility for the students to take part in the practical training in education and psychology lasting for three weeks and going on in the schools at Dresden.

Under the guidance of teachers the students learn how to apply their knowledge of the theory of education and psychology to the solving of complex tasks as they occur in the everyday work of the school. At the same time it is also important for the student to get acquainted with the tasks of the form-teacher. It is our aim to make full use of this relatively short training for the development of the educational abilities of students so that through active and goal-directed work with the pupils the essential qualities of the personality of the communist teacher can successfully be fostered.

There is, however, an important prerequisite for the achievement of our aim - the training provided to students must substantiate the necessity to act on the basis of their extensive theoretical knowledge.

The future teacher must comprehend the substance of the communist education as a task of the present with a view to the future. He must be led to understand that the educational process has always been a definite process of the unity of acquiring knowledge and personality shaping which is going on in the personality of every pupil.

With respect to this complex task which the graduate in teaching will have to carry out from the first day of his activity in school, it is becoming increasingly important to us to ensure the intrinsic continuity of all the disciplines constituting education and to render the unity of the sciences of education more evident. For the unity of the educational sciences is not only a matter of organization.

Progress can solely be ensured if all the teachers gain a deeper insight into the science of education, realize their basic world-view attitudes and adhere to the systems and logic of the respective branches of science.

All teachers must themselves be convinced of the fact that the science of education is a dynamic science focussed on the future of society. Only in this way will it be possible to achieve our aim - to imbue the student with the desire not only to follow the development of the science of education and take full advantage of the increasing number of its new findings in his work, but also to make his own theoretical as well as practical contribution towards its development.

At present there are already many graduates of teaching who fulfil these requirements. It is our main political objective to increase their number by improving the quality of instruction and by promoting their creative study.

THE SHAPING OF TEACHER PERSONALITY AT THE FACULTIES OF THE SOCIAL SCIENCES WITH RESPECT TO THE TEACHER'S EDUCATIONAL WORK IN SCHOOL IN THE DEVELOPED SOCIALIST SOCIETY

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The most significant result of the development of our country over the past sixty years is the soviet way of life and the soviet man "who experienced manifold trials, changes out of all recognition, combined his ideological convictions with enormous energy, culture, knowledge and abilities to profit from this. He is a man who, in spite of his sincere patriotism, has always been a confirmed internationalist." +)

The present stage, the stage of the developed socialism, sets forth new tasks concerning the shaping of the communist type of personality, hence also the teacher personality.

In the conditions of the developed socialism a complex approach to the organization of the entire education is of prime importance, i.e. the establishment of a close connection between the ideological political education, manual training and education through work, and moral education. At the same time it is the main objective of the ideological political education to master the theory of Marxism-Leninism in a creative way.

The creative mastery of the theory of Marxism-Leninism presupposes that the knowledge gained will become a belief and this belief an active attitude to life, i.e. it is necessary to comprehend the application of theory to practice, which implies the independent solution of the theoretical as well as practical tasks pertaining to the building of communism. A thorough knowledge of the Marxist-Leninist theory helps the individual to realize his position in society,

+) The documents of the XXVth CPSU Congress, M. Politizdat 1976, p. 87 (Russian edition).

"enables him to understand the historical perspectives of his nation, assists him in determining the course of the socio-economic and political development over a long period of time, and in orienting himself in the international situation." +)

The most significant feature of the stage of the developed socialism is the extensive study of Marxism-Leninism, the intrinsic need of the soviet people for lifelong Marxist education.

The school has nowadays become the educational institution comprising all the domains of education. The result of the education provided to pupils is largely dependent on the qualities of the teacher, on his beliefs in the correctness of the Marxist-Leninist ideas, on the abilities of the teacher to convince the pupils and to shape their communist beliefs in the process of education.

The university instruction in Marxism-Leninism as a system of the philosophical, economic and socio-political views attempts to achieve the following aim:

- to impart to the teacher the Marxist dialectical materialistic methodology both theoretically and practically so that he is in a position to solve the questions of instruction and education from the point of view of the communist ideology and to improve general education in keeping with the needs pertaining to the new stage of building communism;
- to provide the basis for the communist world view of students and to foster the socio-political bias of their personalities towards building and defending the new society;
- to make the relevant principles of the Marxist-Leninist doctrine the principles of life permeating through the activities of the prospective teacher;
- to cultivate the need for lifelong Marxist-Leninist self-education and foster the habits of studying the ideological

+) The documents of the XXVth CPSU Congress, M. Politizdat 1976, p. 72.

bequest of the classics of Marxism-Leninism, of everything newly arising in the theory and practice of the CPSU, in the fraternal socialist countries and in the international communist movement;

- to ensure the unity of all aspects of the student personality, the harmony of his interests and needs with the interests and needs of the society;
- to educate active supporters of the communist ideology and morals propagating the Party and state policy among people, youth, pupils and their parents.

An attempt will now be made to formulate some of the conditions for the achievement of these aims:

The experience gained at the faculties of the social sciences of the Volgograd Institute of Education shows that it is most important for every teacher to have a clear idea of the possibilities and the specific character of each of the subjects constituting the social political cycle in the process of shaping the teacher personality in the above given direction. Philosophy, for example, provides the world view basis for man's convictions and beliefs. It organically combines in itself the scientific and ideological aspects of the world view as if it were cementing the whole system of the scientific views of the world. The Marxist-Leninist philosophy acts at the same time also as the methodology of scientific cognition, as an over-all method of the study of the natural and social phenomena and processes inclusive of the educational process. In the study of the basic problems of the Marxist-Leninist philosophy, the students acquire the habits of creatively applying the basic and essential requirements of the Marxist dialectic and the ways and method of a dialectical analysis of educational events. The ideas concerning the objectivity of the natural and social processes, the laws of cognition, the mutual relationships and dependence of the objects and events, the continual development and movement of everything that exists, the close relation between theory and practice - all this is included in the subjective convictions and creative activity of teachers.

The study of the history of the CPSU, political economy and scientific communism plays a special role in the shaping of the teacher personality. These subjects widen the scope of the general knowledge of students, enable them to get acquainted with the complicated contemporary events, to understand the laws of the decline and failure of the capitalist order and of the victory of socialism on earth and help them to find their bearings among the social economic problems of general education. The study of the scientific communism and the history of the CPSU fosters the achievement of unity and the actual cognition of the laws governing the social development and communist ideology, which enhances the revolutionary character of the world view. The Marxist ideas enable the students to make a thorough analysis of the character and significance of the process of the shaping of the world view, communist views and convictions of pupils.

The experience with the instruction in the social sciences at our university shows that not all the functions given above (the ideological, methodological, political and personality shaping) are fully applied in the work of teachers. The workers of the institute engaged in the social sciences try to enhance the effectiveness and the quality of the instruction in the subjects included in the socio-political cycle.

We shall mention some of the ways how to promote the role of the faculties of social sciences in the shaping of the teacher personality.

Of primary importance is the content of each subject, of each section of the subject and of each lecture. Special emphasis is put on the scientific ideological-political educational content of the subject matter.

In our view the following criteria for the selection of the subject matter should be taken into consideration:

- the requirements of the state syllabuses;
- the importance of the respective proposition, principle or theory leading to a better understanding of the contempora-

ry socio-political processes, to the criticism of the bougeois reactionary theories and anti-communist ideology;

- the significance of the respective proposition for the orientation in the problems of general education and for the future educational work of the teacher as well as for the versatile development of the pupil personality and the teacher himself;
- the experience with the social political involvement of students, the level of their convictions, world view beliefs and character traits.

In view of the given ciriteria we enhance the interpretation of the respective questions, we foster the independent views of students, stimulate the discussion, suggest suitable suplementary literature to students etc.

Great attention is given by the teachers in the faculties of the social sciences for example to the comprehension of the basis of the systems approach and systems analysis of the processes and events. It is a well-known fact that the continuity and relationships of a number of educational events (the system of teaching, the system of out-of-school educational activities, the system of the methods of education, the system of the work of the teaching staff and the like) are reflected in the understanding of the concept of system.

One of the important means of raising the scientific and ideological-political standards of the instruction in the social sciences is the determination of the main ideas of the theme or groups of themes on the basis of which it is possible to grasp the content of the subject matter. At the same time we attempt to fit these ideas in with the basic theoretical content of the theme.

Thus, for example, in the stage of the developed socialism the Party emphasizes all kinds of the educational work concerned with the communist relation to work. Significant prerequisites for the solution of this task are provided by the study of the political economy of socialism.

The experience of the faculty of political economy of the Volgograd Institute of Education shows that the best results in cultivating a conscious relation to work are achieved by the study of the following themes:

- "Collective ownership of the means of productions";
- "The basic economic law of socialism";
- "The factors of socialist production. The law of the continual growth of the productivity of labour";
- "The distribution according to work. The social consumption funds";
- "The fundamentals of khozraschot";
- "The laws of a progressive transition from socialism to communism".

Cultivating a communist relation towards work is a very complicated process and it cannot be solved merely by teaching political economy. However, it is in the actual study of the political economy that the theoretical basis for a conscious relation of the prospective teacher towards work is established.

The essential point in increasing the share of the social political subjects in the shaping of personality is taking into account the specific character of the future activities of teacher trainees. In all the situations whrever it is found expedient we therefore support the interpretation of the scientific concepts and laws by the facts from the field of general education. Through them we teach the students how to evaluate the various processes going on in general education from the point of view of the methodological ideas of the Marxist-Leninist theory. This largely affects the shaping of the personality of the prospective teacher in the present stage of the development of society.

Great successes in the shaping of personality have been achieved by combining the instruction in the social sciences with the instruction in the teacher's specialist subject and particularly with a psychological-educational study course and the training in the theory of education and the teaching practice of students. This is usually

arranged at a joint meeting of the faculties of the social sciences and other faculties with the aim:

a) to work out a uniform interpretation of the concepts used in the instruction in various subjects (they are, e.g., concepts such as the basis, law, antithesis, development, self-development, mutual relationships and others);

b) to enhance the elucidation of the respective questions of the subject matter to the effect that the educationists, psychologists and methodologists will continue in illustrating the general theoretical ideas which have already been explained by the teachers of the social sciences, thus providing an empiric basis for the extensive social political generalization of the facts from the field of general education with the help of the study of the social sciences;

c) to find out whether the students know how to apply the system of concepts acquired in the study of the social sciences and during their teaching practice and the training in the theory of education to the analysis of the educational process, its planning and organization;

d) to organize, under the direction of the teachers of the faculties of social sciences, practical training in the guidance of social and public affairs during the teaching practice in school.

However, the main and the most important way how to increase the share of the social sciences in the shaping of the teacher personality is to perfect the forms and methods of teaching and to raise the professional, ideological theoretical and methodological standards of instruction in the Marxist-Leninist theory.

We try to prepare the lectures and seminars in acceptable and at the same time effective ways, showing them the importance of the social sciences, their world-view, cognitive and methodological role in the development and shaping of the intellectual faculties of the future professional man. It is typical of the youth to be quick to see things in

their reight perspective and adopt it, but it need not always be a historical perspective. The instruction in the history of the CPSU and the scientific communism fosters the student's understanding of the way how our nations achieved socialism. The building of the socialist and communist society is the best example showing the nations and workers of the world how the Marxist-Leninist dialectical method can be creatively applied in practice. The main task of the teachers of the social sciences therefore is to develop the abilities of students to solve the complex economic, political and social problems; we would like the teachers to attain the ability of verify the theoretical propositions of the Marxist-Leninist science and the CPSU programme documents in practice from the angle of the respective historical or natural sciences materials, from the point of view of the content and the oasic laws of the subject they are teaching.

The theoretical knowledge gained at lectures is broadened at the seminar. The practical training is conducted in such a way as to enable each student to show his knowledge, the level of his understanding of the respective problem. This is achieved by means of a system of reports which has become widespread at our universities. The subjects of the reports are taken from the most important themes of the social sciences. During the school-year almost all the students are given the possibility of reading their reports at the seminar. In this way the student acquires the habit of a creative approach to the "elaboration" of the scientific material, creates his own "logic" in the interpretation of the material and enhances his lecturing and educational abilities. All this is of great importance to the shaping of the teacher personality.

The scientific research work in the field of the social sciences is also very important for the shaping of teacher personality. Most students are engaged in this kind of work, which has been convincingly confirmed by many years of practice - at scientific meetings, displays and contensts of students' research work in the field of the social sciences.

In the stage of the developed socialism the life itself places specific demands on the teacher personality. So far, these demands have been formulated only in broad outline. If we want to define the particular position and role of the faculties of the social sciences in the shaping of teacher personality, joint researches will have to be done by the specialists in various fields of science with the aim to draw up a scientifically substantiated professiogram of the teacher in the epoch of the developed socialism in which the basic civic, scientific, educational-psychological as well as further qualities, habits and skills are specifically laid down.

THE SCIENTIFIC-TECHNICAL REVOLUTION AND THE TRAINING PROVIDED TO EXPERTS WITH UNIVERSITY EDUCATION IN THE NATURAL SCIENCES

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The scientific-technical revolution as a complex and many-sided event in science, technology and life lends a new, more complicated and much more responsible role to education as a system and an important social activity. Education is changing to a link between comtemporary science and production. If the relation between the expert and the material production is a direct one (the expert - the production), then the relation between the expert - the teacher and the cadres he is training is a mediated one (the expert - the teacher - the prospective workman (student) - and production.

Therefore the teachers must also learn how to teach the students and how to prepare them for their participation in the production in the period of the scientific-technical progress which will occur in ten years and over. The criteria and the pace of the scientific-technical revolution have increasingly been determined by the system of training provided to the highly qualified scientific workers and experts who are in a position to apply the scientific technical findings in procution and various other areas of social activity. These new conditions affect the content and structure of education, the processes of its enhancement. The harmony between education and the requirements of the scientific-technical revolution is an objective law of the development of our society.

The problems of the scientific-technical revolution in the field of education are complicated and have not yet been sufficiently investigated. The scientific-technical revolution considerable quickens the pace of the raising of the general education standard of the whole population. This is connected with the increase in the intellectual content of work which is acquiring a creative character. This process

is going on particularly in the socialist countries where the new relations of production are creating favourable conditions for it. The process of transition from manufacture to a complete automation which is now progressing also in our country constitutes the main content of the present stage of the scientific-technical revolution and is of great moment. The fundamental changes in the object and tools of work which have occurred in the sphere of production are assumed to be the following:

1) The development of production technology on the basis of a complete mechanization and automation.
2) The introduction of new technological methods into production.
3) The implementation of the above given changes on the basis of the new findings of contemporary science.

The more or less complicated machines which were used in the past replaced manual labour, but the main characteristic feature of the present stage of the scientific-technical revolution is the fact that the machines take over brain work as well, e.g. information storage, calculations, decisions making in the process of production etc. The generation of new information has also changed. It is becoming more widespread and differentiated. All this determines the specific tasks of the instruction in the natural sciences provided to students in the stage of the scientific-technical revolution. It is necessary to take into account:

1) The peculiarities of the scientific-technical progress as a socio-economic phenomenon.
2) The specific character of the content of natural sciences and the peculiarities of the teaching profession to which the teacher-trainees who take up natural sciences as their specialist subjects must adapt themselves.

The scientific-technical revolution calls forth a tendency to increase the share of highly qualified labour in the total volume of social work, changes the professional structure of society and increases the number of workers in the field of science, education and management. This kind of change

in the proportion of the distribution of labour in favour of the non-manufacturing sphere is not only a consequence of, but also a condition for the present scientific-technical progress.

These specific features of the scientific-technical revolution are also reflected in the demands made on education. There is an increasing need not only for professional workers with university education, particularly in the field of natural sciences and technology, but also for workers with secondary technical education. With respect to these and other factors the leading bodies of all the socialist countries aim at introducing a compulsory secondary school education. There has been a reform in secondary education almost in every country, not only in socialist states, to ensure the preparation of boys and girls for work in industry. This has substantially changed the purpose of the activity of the student. The objectively existing relations between the laws of nature and those of production, between the laws of chemistry, physics, biology, mathematics and technology are reflected in the relation between the natural science disciplines, the general technical and specialized subjects.

It is necessary both for the specialist in production and for his teacher to know these relations. Owing to the fast progress of scientific knowledge the syllabuses of a unified secondary technical school represent an open system. If the school was marked by the almost invariable content and methods of teaching a few decades ago, then the changing content and effective methods are characteristics of the present-day school. Therefore, the teacher must continually educate himself.

Modern society requires of each individual not only to recall the basic findings but, moreover, to objectively evaluate new facts, events and ideas which he encounters in production as well as in social life. He must be ready and able to adopt new findings, to transform and also to apply them. A cultured man, regardless of his position in production or in other branches, must be apt to distinguish between the

substantial and the immaterial. In agreement with this he must acquire and creatively apply the universal ideas, principles and methods which enable him to get possession of various facts and phenomena. This also requires higher demands to be placed on teachers. The curriculum of the institute of education must include also this requirement for the prospective teacher of science. All this testifies to the fact that the tendencies of the scientific technical progress must be reflected in the training provided to the teacher of science. Of particular importance are the problems of the strategy and prognoses of the development of university education.

The instruction given at the institutes of education must ensure the training of teachers of a broad profile who manage to adapt themselves to the quickly changing conditions. To this effect of primary importance are the findings from the field of the basic sciences which reveal the general laws of nature and society. These findings provide the basis for the application in technology and practice. The development of science, technology and education shows that the practical findings are becoming relatively quickly outdated. The findings in the field of the basic sciences offer the specialist in a particular field the possibility to solve the practical tasks in a creative way, to orientate himself easily in the related fields and to master successfully the scientific-technical information.

New demands are placed also on the ideological role of teaching. The system of philosophical findings which is being established through the ideological disciplines enables the specialist in natural sciences to understand the general laws of the development of nature and society - the laws of scientific cognition. In conjunction with the findings from physics, chemistry, and biology, and with the mathematical methods, the philosophical findings are indispensable to the development of contemporary natural sciences. At the same time they enable the specialist to understand the general laws of the development of nature, society and scientific

knowledge. In the conditions of the scientific-technical revolution the role of the ideological education is increasing.

The school is also an important link in the communist education provided to the up-and-coming generation. Not only does it supply the findings from the field of the basic sciences to young people, but it also shapes their world--view attitudes and beliefs. The effectiveness of the work of the school as the ideological superstructure of a given society is determined not only by the volume of knowledge but also by the standard of the training provided to the up-and-coming generation.

The scientific-technical revolution leads to objective complications in production as well as in inter-human relations. The increasing role of the ideological schooling for the workers is linked up with the necessity of a continuous orientation among the complex processes of the scientific--technical revolution, with a deeper insight into the social relations between men. The teacher provides a model for the up-and-coming generation, and he must be in a position to shape its world view; this, of course, required that he should receive a thorough ideological education. The general demands made on secondary education in the conditions of the scientific-technical revolution are reflected in the specific requirements for the training provided to the specialists with university education in natural sciences at the institute of education. The specific character of the activity for which the students are prepared is taken into account.

The content of the education for a specialist with university education represents a survey of the basic and specialized knowledge. A thorough methodological training fosters the versatile personality of the specialist, his ideological beliefs and his creative abilities. The scientific-technical revolution, which is connected with the increase in the intellectual and creative content of the work done by the specialist, sheds new light on the question of the relation between the various components of knowledge. At present prominence is given to those fields of science which

determine its structure, general means and methodological principles. As has already been mentioned, the training provided to students in mathematics, ideology and philosophy at the institutes of natural sciences plays an important role to this effect. The development of physics, chemistry and biology is taking on a more abstract form.

In investigating the objects studied, mathematical means and symbolic languages are now used on a large scale. Mathematical methods and means are required in establishing and solving various tasks in the field of the natural sciences, in making analyses and producing evidence in the investigation of the physical, chemical and biological phenomena, in connecting the empiric knowledge with theoretical notions. They also enable the analysis of the theoretical prerequisites and make it possible to estimate to what degree the theoretical concepts are in agreement with the data obtained from experiments and observations. In recent years the application of mathematical methods has become widespread also in the field of education.The knowledge which the students acquire in the process of the instruction in mathematics is, in a certain sense, also the universal language of science.

On the basis of the scientific analysis of the training in the theory of education with a view to the new role of the natural sciences and the teacher in the educational process, we have come to the conclusion that the teacher will be in a position to perform his duties well, if he acquires a good knowledge of the intellectual life of the student, of his interests, wishes, goals in life and ideals. In teacher training attention must also be paid to the findings of developmental psychology as in shaping the personality of the future citizen it is necessary to develop habits and abilities. Of great importance is the organization of the instruction in educational psychology and theory of education in conjunction with the theory and practical work in the Pioneer and Komsomol Groups, with the theory of instruction, and particularly the organization of the natural sciences. These fields of science have made great advances over the past few years and

therefore their content as teaching subjects must be brought up to date.

By means of the effective methods of teaching the training provided to students in the theory and practice of education attains a higher level, and this enables the students to acquire the necessary knowledge which is of great importance to their future theoretical and practical activity. Accordingly, the theoretical and practical findings of the educational sciences must be reflected in the scientific theory, thus fostering the abilities of students as innovators and explorers and developing their organizational habits which are indispensable to the work of the teacher. At the same time, however, the students must undergo a thorough training, they must be prioneers of progress in the present-day scientific-technical thought and assist in the implementation of this process not only professionally, but also in a creative way.

THE MAIN TASKS OF RAISING THE QUALIFICATION STANDARDS OF THE EDUCATIONAL PERSONNEL IN THE RUMANIAN SOCIALIST REPUBLIC

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The Institute for the Further Education of the Educational personnel in the Rumanian Socialist Republic has achieved university -tatus. It is under the direct control of the Ministry of Education. Its main task, in keeping with the policy of the Rumanian Communist Party, is to carry out and co-ordinate the activity concerned with the questions of raising the qualification standards of the educational personnel and teachers in the field of personality shaping - educating a new, versatile man.

An attempt will now be made to point out to some experience which I have gained in this institute through many years of work as teacher and its Vice-Dean.

The principal task of the institute is to raise the standard of lifelong education for the educational personnel, making the best use of the most recent scientific achievements. The syllabuses of all the subjects are in keeping with the school policy of our party and state. Constantly raising the effectiveness of the educational process and making good use of the most up to date educational procedures and methods foster the formation of a new, versatile personality of an active man conscious of his duties as builder of socialism and communism.

In view of these goals special attention must be given to the following significant tasks:

1) Individual post-graduate study curriculum, professional literature and its content must be up to the present standard of science. Each teacher is obliged to attend a three weeks' course of post-graduate study held every five years. The course consists of consultations, lectures and colloquies where the students get acquainted with the new aspects of scientific findings which are not immediately

included in the grammar school and lycée syllabuses, but which widen the scope of the teacher's mind and enable him to understand and interpret the most varied questions and themes. The lectures and seminars are conducted by experienced university teachers and professors who have attained certain scientific achievements.

2) The raising of the qualification standard of the educational personnle should promote the implementation of the school policy of the Rumanian Communist Party. The curriculum and form of post-graduate study give a deeper insight into the socio-political, psychological educational and scientific-technical fundamentals of the knowledge gained, showing the teachers the practical possibilities of carrying out the tasks, such as e.g.:

- the maximum promotion of the ideological political work in school, concentrating on the formation of the dialectical-materialistic world-view beliefs;
- the enhancement of the effectiveness of educational work so that all pupils could master the teaching matter set by the syllabuses;
- the raising of the standard of the educational work with the children and youth in the spirit of the ideas of socialist humanism, patriotism and proletarian internationalism. The final aim of this work is to educate an honest man, a communist and a zealous supporter of the building of communism in our country;
- organically linking education with scientific research work and with the practical work at all levels of school;
- to focus the attention of lycées on securing qualified workers for all the socialist sectors of our country.

It is quite conceivable that among the problems to be studied within the scope of the ideological political training there are also the questions associated with the economic policy of our party in the period of building a versatile developed socialist society, as well as the questions concerning the foreign policy of our party and state.

In the process of the enhancement of the training provided to the educational personnel it is also of great importance to focus our attention on the training in psychology, in the theory of education and the teaching practice as well as in the methodology of teaching. In this respect, the student-teachers acquire factual information on all the given fields of study and great attention is paid to the methodological aspect.

I should like to mention some other principles which form the basis for the modernization of the educational process in shaping a versatile personality of the pupil. We lay special emphasis on the fact that the whole school staff should grasp the topical tasks of the education shaping a new type of man. This education fosters the development of the intellectual abilities in harmony with the practical demands. In keeping with the resolution of the IXth Congress of the Rumanian Communist Party it is necessary to develop imaginative thinking in its most effective forms, such as scientific discoveries, inventions, creative activity and also to shape the moral code of the socialist man. Attention is given to the use of active methods, such as problems solving, independent discovering and exploring, or logical thinking. Less attention is paid to verbal teaching.

We believe that all this assists in changing the pupil from a passive participant in the educational process to an active subject and fosters his independent conscientious work.

We suppose that an extensive application of these methods, particularly the method of logical thinking, promotes the achievement of the aims of our party which laid down the requirement for a close connection between education and the scientific research activity.

We are aware that school is an important factor of progress and this fact is taken into account in the training provided to the educational personnel. We encourage the teachers to make use of those methodological media which ensure that also the weaker pupils will acquire the necessary

knowledge of the subject matter. Therefore, during the teaching practice we make use of the differentiated and individualized forms of work with the pupils.

We have pointed out some of the most essential aspects of the work done in post-graduate study courses and some of the educational principles which we follow in our work. They assist in the enhancement of the effectivity of the educational work in the field of shaping a versatile personality of the pupils in the schools of the Rumanian Socialist Republic.

Note: The paper describes the situation in 1977.

II. REPORTS AND REVIEWS

RESEARCH OF EDUCATIONAL SKILLS AT THE MALMÖ SCHOOL OF EDUCATION

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In the process of the modernization of education special attention should be devoted to the personality of the teacher whose functions are undergoing considerable changes.+)

Didacometry, the bulletin published by the department for educational and psychological research at the Malmö School of Education in Sweden carries very valuable information in this respect. It brings out the allround interest of this school in the pedagogical training of teachers with special emphasis on training educational skills which from the very beginning of their career considerably influence the success of the teachers's work. In school practice there is no time for "apprenticeship" as is the case in many other spheres of human activities. Once the teacher stands facing his pupils they expect him to give a high-quality fully-fledged performance. In the classroom the teacher has no time for complex orientation and long seeking. He must act promptly, readily, purposefully, comprehensively and respect dozens of principles which are manifest in their specific manner in each concrete situation. For all these reasons in teacher training adequate attention should be devoted to the training of pedagogical skills which will teach the student, i.e., the future teacher or instructor, the art of differentiating his approach to different types of pupils. In practice this means (viz A. S. Makarenko) to teach him to express one order in twenty different ways if this proves necessary.

+) Bjerstedt, A.(Ed.): Teacher-oriented Research: Some current projects at the Malmö School of Education. Didacometry, No. 46, December 1974

Notable in the work of the Malmö School of Education is in teacher-oriented research is the dynamic concept of the individual didactic functions and pedagogical skills of the teacher. This is evident from the definition of the conditions and aims of the research projects which emphasise that the role of the teacher is continuously changing and new demands are being placed on the profession. The significance of the individual demands is also changing. The main aim of the project is stated as being the study of the role of the teacher of our time, i.e., his tasks and role in the nearest future, and to analyse the demands placed by the training of teacher skills.

The main aim is to orient these skills to the modernization of the teaching process and its content, i.e. curriculum development, the specification of the plan of educational work and the monitoring of attained results in the concrete conditions of the educational process as well as the observation of mutual interactions between the teacher and the pupil in this process. Another notable factor of the research project is the analysis of the frequency of pedagogical skills in practice. This frequency becomes one of the criteria for determining the priorities in selecting the most important skills. The methodology of the profile subjects as well as the methodology of educational work in the narrow sense of the word (equipping every teacher with adequate skills enabling him to work as classmaster) must be based on the results of this analysis. There can be no doubt that the establishment of the pupils' group as the basic means of social learning.

Next to the criterion of the total frequency of activities in the work of the teacher the factor is also respected of the dominant position of educational activities such as are typical for the infividual terms of the school years. The achievement of the teacher depends among others on the extent to which he is able to cope with his everyday work in the different stages of the school year, how promptly and smoothly he copes with this work (e.g. the demands placed

on him at the beginning and end of the school year, marks and reports, comprehensive evaluation, etc.). It is therefore necessary that the teacher be prepared for such tasks during his initial training and the same attention should be devoted to training for such work as to training which will enable the teacher to cope with the typical rhythm of everyday educational work.

Because it is necessary to form and train every skill first of all in a simplified situation, separately and only then to gradually integrate it into more complex skills it is very important to introduce into all forms of teacher education all forms of educational practice, namely continuous practice teaching lasting several weeks, during which the intending teacher, under the guidance of his teacher, is put in a situation in which he has to cope with a demanding complex situation of every day school work. It is therefore very important that practice teaching should form a genuine system, correctly synchronized and based on an educational psychology theory, leaving none of the decisive professional abilities of the intending teacher to mere coincidence. In order to be able to secure the required optimization of educational practice it is necessary to provide it with an adequate research basis. Much still remains to be done in this field because in educational practice traditional procedures mostly still prevail based on mere imitation and pragmatism while knowledge of modern psychology and theory of management is not being fully utilized.

A separate unit in the research project is the use of television and videotapes for teacher training. Current experiments have shown that school television studios contribute considerably to deepen and improve the analyses of the complex behaviour of the students. The advantages of the modern system were apply proven by comparisons of the teaching skills of students who had undergone training using the new technical equipment and those who had been trained using the traditional methods. This is in no way surprising as the effectiveness of using videorecordings for training complex skills has been fully proven in many fields, namely in sports.

The project also includes significant tasks related to the in-service education of teachers differentiated according to their orientation and functions. Special attention is devoted to principals, class masters and teachers who are involved in methodology.

Bär, Siegried - Slomma, Rudi - Richter, Wolfgang:

FORMATION ET PERFECTIONNEMENT DES ENSEIGNANTS EN R.D.A.
(Initial and further education of teachers in the GDR.)
Berlin, Ministère de l'Education nationale 1977. 55 p. -
Commission nationale de la République démocratique allemande pour l'Unesco.

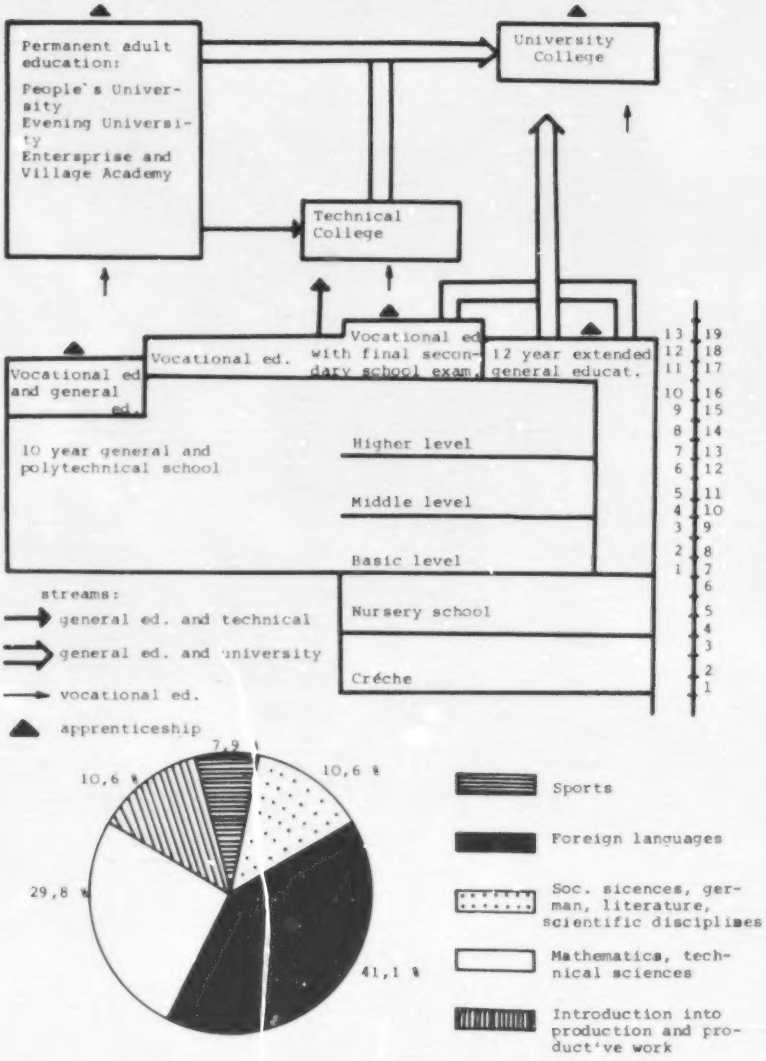
The problems of teacher education have come to the forefront of the attention of the broader educational public in the GDR in recent years. (P. Hübener, M. Pragst, W. Schmidt, K. Schürmann, etc.). The interest in the basic problems of teacher education of teachers for different types and levels of schools and for apprentice training centres was stimulated among others by a number of significant legal norms and decrees which are related to the establishment of a unified socialist educational system as a whole and to the initial and further education of teachers in the GDR (Act on the unified socialist educational system of Feb. 25, 1965, the Draft directives for the deployment of graduates of teacher training courses of January 1, 1966, the New concept of the further education of teachers in the GDR of 1973, the draft project for the establishment of the Central Institute for the Further Education of Teachers of the Ministry of People's Education of the GDR, etc.).

The publication Initial and further Education of Teachers in the GDR by its concept and content belongs among the wide range of informative publications and handbooks designed not only for teachers but also for the general public. This may be seen from the concept of the publication in which are discussed not only questions of teacher training in the GDR with regard to the unified socialist system of education but also a wide range of problems in field which are treated in studying the teaching profession. The authors have decided for the object procedure which is evident from graphs which accompany the text of the publication (see p. 83) from the adequate use of questions and answers of the teacher and the

students aimed at clarifying the key problems, such as require the increased attention of the reader. In this context it may be stated that the publication fulfils its purpose and contributes to the basic orientation in the field of education and in-service education of teachers in the GDR.

As concerns the content of the publication the individual chapters are in logic continuity and namely as concerns the student teacher the individual chapters are an intensive stimulus for the permanent upgrading of the teacher's everyday preparation. The content is based on the law on the unified socialist educational system of February 25, 1965 on the social responsibility of the teacher and the instructor in the socialist society; the following part of the publication deals intensively with the tenth grade of the general educational school in the GDR and its basic educational importance is indicated for the further development of young people, namely with regard to the training for the teaching profession. The publication informs of the organization of professional training in specialized teacher training institutions, described the training of teachers in specialized disciplines, giving the respective timetable as well as the organization of the study sourses for student teachers for schools of the higher level. In conclusion the authors emphasise the necessity of the development of the personality of the student in various life situations and lists the advantages of the socialist society for the material and social wellbeing of students in the socialist society, guarantees of employment, the wide range of study courses and other forms of the further education of teachers, the upgrading of the educational process in compliance with the needs of society, etc. This also creates a platform for a positive discussion on the position of the teacher in current society.

It ensues from the introductory part of the publication that the ten year general education programme is the basis for acquiring deeper and more important intellectual knowledge also for teacher education. The forming of the socialist personality of the intending teacher is mainly made


Permanent adult education:
People's University
Evening University
Entersprise and Village Academy
University College
Technical College
Vocational ed. and general ed.
Vocational ed.
Vocational ed with final secondary school exam.
12 year extended general educat.
10 year general and polytechnical school
Higher level
Middle level
Basic level
Nursery school
Créche
13 19
12 18
11 17
10 16
9 15
8 14
7 13
6 12
5 11
4 10
3 9
2 8
1 7
6
5
4
3
2
1
streams:
general ed. and technical
general ed. and university
vocational ed.
apprenticeship

7,9 %
10,6 %
10,6 %
29,8 %
41,1 %
Sports
Foreign languages
Soc. sicences, german, literature, scientific disciplines
Mathematics, technical sciences
Introduction into production and product've work

possible by the consistent study of key subjects such as mathematics, the technical sciences, polytechnical subjects, the social sciences, German, foreign languages, literature, productive work, aesthetic education.

The authors are well aware of the fact that a survey elucidating the share of the individual scientific disciplines of general education could lead to faulty conclusions only a subjective evaluation prevailed. In the analysis of the initial education of teachers as well as in studies of the essence of teacher education the authors deal with the social aspects of this education. This orientation is closely linked with the emphasis on the quality of secondary and higher education, which is manifest not only in the content of the study courses of the tenth grade of the general educational school (the last link preceding actual teacher training) but also in what are called the two "matriculation classes" of the extended school in which teaching is oriented to the expansion and deepening of general knowledge. Within the framework of the qualitative differentiation in these classes publicity is given to the implementation of demanding forms and methods of work, such as are typical for study courses at universities and colleges which in its intensity is enhanced by demands for systematic and purposeful independent study and creative working contact with the professors.

The general educational and polytechnical school in the GDR forms a firm basis for the socialist education of youth and may prepare pupils for jobs or for further study. This gives all able pupils of the unified school the opportunity to study, i.e., not only the possibility to take up a certain specific job following the completion of a general educational school of the polytechnical type but also the opportunity for enrolling in post-school study courses at colleges and universities, possibly for enrolling in courses at institutions of higher education of a different orientation. In the educational system of the GDR the area of adult edu-

cation has been undergoing a period of great development. This is because the permanent education of the working people, e.g. within the people's universities, evening schools, enterprise or village academies is gaining momentum. This field of education, corresponding by its character to the system of adult education in Czechoslovakia, is a significant component of the socialist educational system and represents a wide range of educational opportunities for all interested individuals from the ranks of the educational public.

A significant feature characterizing the position of teachers of junior grades is the strengthening of their social prestige, the upgrading of their training, the removal of strict barriers between them and teachers of senior grades. It is evident from the publication that all teachers are to receive four years of training at teacher training colleges in such a manner as to allow them to use their knowledge as the basis for practical work in the classroom. In the interest of acquiring scientific erudition they are to attend in-depth depagogical courses which will among other be oriented to the study of current scientific discoveries in education, psychology and methodology and will contribute to the general development of the personality of the students using all components of socialist education. The curriculum of teachers of junior classes mainly contains three disciplines: general didactics, general pedagogy and psychology, the fundamentals of Marxism-Leninism, practice teaching. Basic education is completed with courses in phonetics, Russian, physical training. The timetables of teacher training colleges show that student teachers are to acquire such a type of education in their eight term course which will allow them to carry out their educational work with maximum effect and which will not eliminate their possible future theoretical development. Next to specialized courses in pedagogy and psychology, the study course includes courses in the theory of socialist education, didactic, other problems

of education, developmental education, educational psychology and health education. Very significant is practice teaching - three days in the second term in junior grades which is very carefully organized in close cooperation with the visited school.

The education of teachers of senior grades which is completed with the awarding of a diploma (secondary school teacher - specialist) takes four years either in form of a university course or a course at a college of education. The authors emphasise that as concerns this type of education the study courses run at the said differentiated institutions of higher education are identical. Students who take up two main qualification courses become specialized. Physical training and musical education are considered as being specific disciplines and are studied at specific institutions of higher education. The attained degree qualifies the teacher to teach at all general educational and polytechnical schools.

The authors emphasise the necessity of the scientific education of teachers of junior and senior grades as well as the necessity of educating the teachers in the field of methodology. The curriculum of teacher training courses at institutions of higher education and the curriculum of further education courses for teachers in the GDR show that didactics is always conceived in close linkage with the subjects and the student teachers are expected to become capable of methodically processing their knowledge and of transmitting it to their pupils.

The authors consider mathematics and the mother tongue to be the key subjects in the higher education of teachers and the student teachers are therefore required to acquire a broadly based orientation in these subjects. It is expected that in accordance with social demand the two subjects will become increasingly important not only in the general educational and polytechnical school but in the colleges and universities as well as in the broader economic and social field. This significant requirement has of late been reflect-

ed in a large number of expert studies which have emphasised the necessity of devoting increased attention to specialized education in mathematics and in the mother tongue. These studies mainly deal with the need of effective education in the mother tongue and in mathematics in diverse educational conditions. (viz: P. Hübener, R. Bittner, L. Klingberg).

The cited publication also indicated that a very important factor in the broad educational development remains the endeavour to educate highly qualified and socially involved teachers for junior and senior school levels. The curriculum of the two first years of the initial education of secondary school teachers should become an opportunity for the full development of the efforts of the student a stimulus for the specialist and social orientation of the student teachers. The syllabi include the study of two subjects, pedagogy and psychology, the fundamentals of Marxism-Leninism, foreign languages, cultural activities, art education and sports.

In the study of pedagogy and psychology, the same as in the study of other scientific branches, emphasis is placed on positive cooperation of the lecturers of all disciplines which student teachers take in their training courses. Extraordinarily important with regard to the formation of the socialist personality of the student teacher is the study of the fundamentals of Marxism-Leninism whose success depends among others on the systematic study of the works of the classics of Marxism-Leninism, i.e., dialectical and historical materialism, political economy, scientific communism and the history of the working class movement. The study course lasts throughout the initial education of the students and forms the ideological basis of teacher education.

Very important in the education of student teachers is the systematic formation of the collective of students and the creation of conditions for after-school activities and for the development of the talents and hobbies of the pupils and students. The authors of the publication therefore point to the important contribution of the Unified Organization of

German Youth in these activities, to the material and social conditions of the students and underline the social guarantees given to beginning teachers. It is significant that studies at all institutions of higher education in the GDR is free of charge, 90 % of all students receive a stipend, all benefit from free medical care and have a 50 - 70 % reduction on transport fares.

The current rapid development of science and technology makes in-service education of teachers indispensable. The authors put emphasis on the systematic education of teachers completed with basic and specialized courses. Apart from these courses theachers in the GDR are given the possibility of voluntarily attending various educational functions organized by regional and district educational institutions, mostly devoted to current educational problems.

The content of in-service education in the GDR mainly covers the problems of Marxism-Leninism, pedagogy and psychology, specialized subjects and special education. Very important is the deepening of the knowledge of Marxism-Leninism and especially the study of the Marxist-Leninist theories of the development and education of the socialist personality in current conditions. An important component of the further education of teachers in the GDR is the central institute for the further education of teachers in Ludwigsfelde which together with a wide range of other educational institutes designs and organizes special courses.

The system of the further education of teachers in the GDR follows up on the progressive work of Comenius, especially on his requirement for the purposeful permanent education of man and takes into consideration the experiences which have been gained in the field of adult education especially in the socialist countries. The further upgrading and development of these activities are stimulated by experience gained with the further education of teachers in the GDR in the recent ten years. The authors of the book put emphasis on the necessity of stimulating and activating the study effort of the teachers, the creation of preconditions for the purpose-

ful management of systematic independent study of specialized literature, on systematic consultations, practice teaching and seminars, indicating the wide range of using the radio, television, activities organized by regional pedagogical centres, regional pedagogical institutes and other institutions for further education.

It ensues from the conclusions of the publication that the further education of teachers has become a singularly significant part of education in the GDR. By its complex impact it has become a social cause in which are involved not only educational institutions and specialized installations but also bodies and institutions of the board of education, as well as a wide range of other bodies and public organizations. The publication also stimulated speculation on the possible wider use of current experience in socialist social conditions for developing new forms and methods of the further education of teachers.

Reviewed by M. Nehák

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